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ABSTRACT

The Camden Career Center (Arkansas) designed a guidance and counseling program that used the services of a vocational counselor to support the vocational education process. The vocational counselor administered assessment instruments, interviewed students, and assisted all students in completing career development plans. The counselor met with students to ensure enrollment in proper courses and assisted in program completion by advising students, contacting parents, and having regular contact with students. To assist students in making a successful transition to work or further schooling, the counselor ensured that each class included a unit on careers, administered learning style inventories, and made referrals. Among other activities the counselor also: helped students develop positive interpersonal life skills by encouraging participation in school clubs and arranging school parties and functions; made presentations and prepared print and publicity materials on nontraditional careers; arranged tours for special education teachers and counselors and developed individualized education plans (IEPs) for special needs students as well as individualized written vocational plans for all students. Finally, the counselor took a number of steps to ensure sex equity and access to all programs for all students. (Appendixes, amounting to over one-half of the report, include a sample career development plan, an occupational interest survey, a brochure on women's work, and a sample IEP form.) (YLB)

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ED342948

FINAL REPORT

A MODEL FOR A VOCATIONAL COUNSELOR
IN AN
AREA SECONDARY VOCATIONAL CENTER

Conducted by

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Camden, Arkansas
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In Cooperation with
Vocational and Technical Education Division
Arkansas Department of Education
Little Rock, Arkansas 72201

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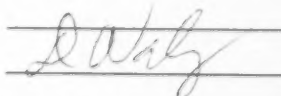
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June 1991

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INTRODUCTION

The Camden Career Center is an Area Vocational Center serving five schools in Ouachita County, Arkansas. Ouachita County is experiencing high unemployment, so it follows that the school serves many students who are termed "high-risk" students. Almost 80% of the three hundred students enrolled in any year are considered academically disadvantaged, or handicapped.

Ouachita County is experiencing a high unmarried teenage pregnancy rate, and this, too is reflected in our Center. Planning for pregnant girls, and young mothers takes extra time and effort.

One of the greatest challenges for our school district is to meet the needs of students from diverse backgrounds. The students served in the school come from parents who are executives, professionals, skilled and unskilled workers, unemployed and welfare recipients.

There are nine courses with twelve instructors at the Center, and each person has many responsibilities with their department. A professional to plan and coordinate student services was a priority item.

A MODEL FOR A VOCATIONAL COUNSELOR
IN AN
AREA SECONDARY VOCATIONAL CENTER

CAMDEN CAREER CENTER
JANUARY 1989 to JULY 1991

OBJECTIVES	ACTIVITIES	EVALUATION
The counselor will assist students to make realistic, educational and career decisions based on their aptitudes, interests, abilities, special needs and values.	Administer learning style inventories, interest inventories, and other instruments as necessary to help develop Career Development Plans. Coordinate with information in permanent record at the feeder school on achievement, aptitude, and other information. Interview students individually or in small groups to help ascertain their level of development. Based on needs of students, provide whatever help is indicated, or refer to appropriate person.	Career Development Plans completed for all students. Information on various careers, vo-techs, colleges, courses of study were obtained and utilized by the students. Dictionary of Occupational Titles, Occu-Facts, Occupational Outlook Handbook, AOEIS, career and job information are all utilized by the students.

OBJECTIVES

The counselor will assist students in the proper course, and assist in program completion.

ACTIVITIES

Meet with new and returning students to determine interests and abilities. Suggest programs that are available.

Check on progress of students in classes.

Talk to students at mid-grading period who have received advisory letters. Call in students who have D's or F's at grading period.

Check with students who are behavior problems.

Keep touch with homeschool counselors and Center teachers to identify children with problems.

Arrange for work for home-bound students, or those in Alternative school

Work with attendance officer and parents to prevent excess absences.

EVALUATION

Students were enrolled according to interests and desire.

Students were encouraged to view the entire Center possibilities.

Faculty provided regular feedback on class activities.

Advisory letters were sent to parents and returned with signatures.

Students were counseled concerning unsatisfactory work.

Letters were sent to parents concerning excessive absences.

Regular contact was made with children with problems. Visits and telephone visits were made with parents, as appropriate.

OBJECTIVES

The counselor will assist students in making a successful transition to work or further schooling.

ACTIVITIES

Career awareness, career planning, and career development were covered in the classroom. Resumes, practice interviews, and other activities to prepare a student for job rediness were included.

Applications for financial aid, vo-tech, colleges, and military contacts were available to all students.

Visits to colleges and Vo-Tech schools were arranged.

Students practiced filling out application blanks from businesses that hire high school students.

Students were involved in shadowing. Some students were placed in co-operative work study situations.

EVALUATION

Each class presented a unit on careers in their training area.

Career Development Plans were discussed with each student. Referrals to rehabilitation, other counselors, employers were made as indicated.

AOEIS, interest indicators, DAT, Kuder, Ovis and other inventories were utilized. The counselors office was utilized for career information, applications, etc.

Follow-up activities were completed on every student.

OBJECTIVES	ACTIVITIES	EVALUATION
The counselor will assist students with developing positive interpersonal life skills.	Opportunities for leadership in class activities, local clubs, state events, and national conventions were encouraged, and developed. Workshops on motivation, decision making, and study skills were given. Banana Split parties, social functions for National Honor Society inductees, play day, Open House, all gave students opportunities to develop personal skills. Serve as sponsor of the National Vocational Technical Honor Society.	All School clubs had regular meetings, social events, service projects, and money-making events to help finance their various projects. Participation at the state events has been great. Ten students will be at National VICA this year, one student placed in top seven in nation in DECA. School parties, treats, open house, and other social events have been well attended and students show increased social ease in these situations. Increased interest in the NVTHS.

OBJECTIVES

The counselor will help students learn about all occupations, including those that are not usual for their gender.

ACTIVITIES

Speak to Career Orientation classes at the feeder schools about non-traditional and other careers.
Prepare a folder with non-traditional information for each counselor and career orientation teacher.
Include a list of women in Ouachita County who are working in non-traditional careers.
Provide bulletin boards that include people in non-traditional occupations.
Provide inservice opportunities for vocational school and feeder schools.
Encourage non-sexist language in recruiting material.

EVALUATION

All feeder schools had at least one presentation on non-traditional careers each year.
Folders containing a list of women willing to serve as mentors was prepared for each counselor and career orientation teacher.
Bulletin boards were prepared for each feeder school that included non-traditional pictures.
A series of snapshots of women in non-traditional classes was displayed.
The top student in welding one year and in auto-mechanics the next year were non-traditional students.

OBJECTIVES

The counselor will serve as liaison with home high school; the counselor will assist in identifying handicapped and disadvantaged students and meeting their program needs.

ACTIVITIES

Hold luncheons for all home school counselors. Hold inservice/tour for all special education teachers and their supervisors. Identify all disadvantaged students from home school records. Initiate all IEP's and IWVP's and assist with obtaining information from home schools. Assist instructors in completing all forms. All administrators, counselors, special ed and other teachers are invited to all special events i.e. open house, dedication of new programs, awards, etc. Regular phone and letter contact with home school counselors on progress of students and concerns about student. Develop calendar for school each month coordinating home school/career center schedules.

EVALUATION

All special education teachers and supervisors have been on campus for a tour, at least one time. Counselors came to campus for luncheons, and were involved in discussions about new programs, and given opportunity to express concerns. IEP and IWVP's have been developed for each student enrolled. Telephone contact with home school counselors has been reciprocal. Participated in awards events, graduation at feeder schools. Attended year-end, first of year, and other conferences with parents and special education professionals.

OBJECTIVES

The counselor will assure sex equity so that each student has access to all vocational programs.

ACTIVITIES

Encourage interest as basis for program selection.

Allow students to choose freely among programs available.

Keep open enrollment for students desiring a program not usual for their gender.

Encourage non-sexist language in pamphlets, bulletin boards, etc.

Provide frequent contacts with students in non-traditional fields. Suggest role models for students in non-traditional fields.

EVALUATION

Students choose freely among Center's program.

Increased enrollment in non-traditional, especially among male students.

Individual counseling for students.

Reports, school letters, pamphlets, etc. all contain non-sexist language.

SUMMARY

The Camden Career Center's Guidance and Counseling Program is an organized effort to serve as a supportive service of the vocational educational process.

The vocational counselor addresses the student's personal-social adjustment, health and physical adjustments, adjustments to the vocational program and career opportunities and challenges.

The vocational counselor's goals include helping students become aware of their strengths and limitations, helping to learn problem solving, and helping to adjust to their present environment; in addition, helping to plan realistically for the future to enable students to realize their fullest potential. The vocational counselor actively recruits non-traditional students.

Cooperating with the home school program, the vocational counselor endeavors to enable students to learn and practice skills necessary to deal with life situations.

The vocational counselor is responsible for recruiting, coordinating tours for prospective students and industry personnel, and conducting other public relations activities.

The vocational counselor helps identify students in danger of failing and provides appropriate guidance to prevent that student from becoming a drop-out.

The vocational counselor coordinates follow-up activities with the Center instructors. Confidential student records including Individualized Education Plans and Individualized Written Vocational Plans are initiated and kept current by the counselor in a locked file with other confidential student records.



CAMDEN CAREER CENTER

GUIDANCE OFFICE

NAME _____ CLASS _____ A.M. P.M.

ADDRESS _____ TOWN _____ PHONE _____

PARENT/GUARDIAN _____

PARENT'S OCCUPATION _____ BUS. PHONE _____

DATE OF BIRTH _____ SOC. SEC. NO. _____

HOME SCHOOL _____ GRADE 9th 10th 11th 12th

HOME SCHOOL SCHEDULE

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

CAREER DEVELOPMENT PLAN

NAME _____ HOME SCHOOL _____

GRADE _____ AGE _____ VO-TECH CLASS _____

ACHIEVEMENT TEST PERCENTILE _____ PERCENTILE _____

READING GRADE LEVEL _____ MATH GRADE LEVEL _____

OVERALL GRADE POINT AVERAGE _____

LEARNING STYLE

PREFERRED LEARNING STYLE _____ AUDITORY _____ VISUAL _____

PREFERRED MODE OF EXPRESSION _____ WRITTEN _____ ORAL _____

PREFERRED LEARNING ENVIRONMENT _____ GROUP _____ INDIVIDUAL _____

INTEREST DETERMINED BY: _____ TEST _____ OBSERVATION _____ INTERVIEW _____

HIGHEST _____ LOWEST _____

STUDENTS EXPRESSED INTEREST _____

COUNSELING NEEDS

____ GRADES
____ ATTENDANCE
____ BEHAVIOR

VOCATIONAL APITUDES

TEST ADMINISTERED _____

HIGHEST POTENTIAL FOR SUCCESS _____

VOCATIONAL INFORMATION REQUESTED _____

SHORT-TERM VOCATIONAL GOAL _____

LONG-TERM VOCATIONAL GOAL _____

CAREER DEVELOPMENT PLAN
STUDENT INFORMATION SHEET

NAME _____

AGE _____ GRADE _____ BIRTHDAY _____

MY PARENTS ARE _____

I LIVE WITH (CIRCLE ONE) PARENTS, MOTHER, FATHER, GRAND-
PARENTS, OTHER _____

WHEN I GRADUATE FROM HIGH SCHOOL I WANT TO GO TO:

- _____ WORK
- _____ MILITARY SERVICE
- _____ VO-TECH
- _____ COLLEGE
- _____ UNDECIDED

MY PARENTS WANT ME TO GO TO

- _____ WORK
- _____ SERVICE
- _____ VO-TECH
- _____ COLLEGE
- _____ OUT OF THE HOUSE

WHEN I HAVE SOME FREE TIME I LIKE TO _____

MY BEST FRIEND IS _____

WHEN I AM SAD I LIKE TO _____

MY FAVORITE MUSIC GROUP IS _____

MY STEADY/WIFE/HUSBAND IS _____

WHEN I AM MAD I _____

I WORK/HAVE WORKED AT _____

IF I COULD BE ANYTHING I WANTED TO BE I WOULD BE A _____

WHAT DOES AN EMPLOYER LOOK FOR WHEN THEY HIRE SOMEONE? _____

WHAT ARE SOME REASONS PEOPLE GET FIRED FROM JOBS _____

PREFERRED WORKING CONDITIONS; Check one in each column on each row.

- | | | |
|--|--|-------------------------------------|
| 1. ☐ INDOORS | ☐ OUTDOORS | ☐ BOTH |
| 2. ☐ WITH PEOPLE | ☐ WITH THINGS | ☐ WITH IDEAS |
| 3. ☐ MOVING AROUND | ☐ STAYING PUT | ☐ BOTH |
| 4. ☐ BUSY PLACE | ☐ QUIET PLACE | ☐ BOTH |
| 5. ☐ WEAR UNIFORM | ☐ DRESS CLOTHES | ☐ JEANS |
| 6. ☐ SAME TASK | ☐ DIFFERENT TASKS | ☐ BOTH |
| 7. ☐ UNSKILLED | ☐ SEMI-SKILLED | ☐ SKILLED |
| 8. ☐ SUPERVISED | ☐ UNSUPERVISED | ☐ BOTH |
| 9. ☐ DIRTY | ☐ NEAT & CLEAN | ☐ BOTH |
| 10. ☐ ONE PLACE | ☐ TRAVEL | ☐ BOTH |
| 11. ☐ TRAVEL | ☐ NIGHTTIME | ☐ BOTH |
| 12. ☐ AROUND DANGER | ☐ SAFE PLACE | ☐ BOTH |

CHECK THE ATTITUDE THAT BEST DESCRIBES YOU;

	MOST OF THE TIME	SOMETIME	NEVER
DEPENDABLE			
PUNCTUAL			
PATIENT			
EVEN-TEMPERED			
COMPLETES TASKS			
WELL-GROOMED			
LIKE TO WORK WITH OTHERS			
LIKE TO WORK ALONE			
LIKE TO LEARN SOMETHING NEW			
DO DAILY CHORES/HOMEWORK			

STUDENT OCCUPATIONAL INTEREST SURVEY

1. SPRAY CROPS FROM A PLANE.
2. TAKE DICTATION AND TYPE.
3. BE A DISC JOCKEY OR RADIO ANNOUNCER.
4. OPERATE HEAVY MACHINERY TO CLEAR LAND.
5. TEACH IN A NURSERY SCHOOL.
6. TEST WATER FOR POLLUTION.
7. INTERPRET FOREIGN LANGUAGES.
8. FILL PRESCRIPTIONS IN A DRUG STORE.
9. BE A PROFESSIONAL ATHLETE.
10. WORK ON AN AUTO ASSEMBLY LINE.
11. CATCH AND SELL FISH.
12. WORK IN A SERVICE STATION.
13. STYLE AND CUT HAIR.
14. BE A POLICEMAN.
15. REPAIR TRUCKS AND CARS.
16. RAISE FISH IN A HATCHERY.
17. KEEP RECORDS OF MONEY EARNED AND SPENT BY A COMPANY.
18. TAKE PICTURES FOR A MAGAZINE OR NEWSPAPER.
19. BE AN ELECTRICIAN.
20. MAKE ALTERATIONS ON CLOTHING.
21. ASSIST A VETERINARIAN.
22. ARRANGE AND BOOK APPEARANCES OF SINGERS AND ACTORS.
23. EXAMINE SOIL CONTENT FOR FARMERS AND CONTRACTORS.
24. BE A COACH OR RECREATION WORKER.
25. OPERATE SEWING MACHINES.
26. TRAIN AND CARE FOR ANIMALS.

27. SELL INSURANCE.
28. WORK IN A HEALTH STUDIO.
29. CLERK AT A POST OFFICE.
30. PILOT PRIVATE PLANES.
31. TEST ROCKS OR SOIL IN A LABORATORY.
32. OPERATE A COMPUTER.
33. INSTALL OR REPAIR TELEVISION, MOVIE PROJECTORS, TAPE RECORDERS, AND RADIOS.
34. BE A DRY WALL FINISHER, PAINTER, OR PAPER HANGER.
35. COOK OR BAKE IN A RESTAURANT.
36. FORECAST WEATHER.
37. DESIGN AND CARVE STATUES AND ORNAMENTS.
38. DRIVE AN AMBULANCE.
39. WORK IN SCOUTING OR YOUTH ORGANIZATIONS.
40. BE A DRAFTSMAN.
41. OPERATE SONAR EQUIPMENT ON A SHIP.
42. BUY FOR A DEPARTMENT STORE.
43. CHAUFFER CARS AND LIMOUSINES.
44. WORK IN CHILD WELFARE.
45. DRIVE TRUCKS.
46. PLANT SHRUBS, TREES, AND DO LANDSCAPING.
47. BE A RECEPTIONIST.
48. OPERATE A TV CAMERA.
49. LAY BRICKS OR POUR CONCRETE.
50. DECORATE STORE WINDOWS AND DISPLAYS.
51. BE A GAME WARDEN.

52. WRITE FOR A NEWSPAPER OR MAGAZINE.
53. LEARN TO BE A NURSE OR NURSE'S AIDE.
54. ARRANGE TRAVEL PLANS FOR OTHERS.
55. DRIVE A TRUCK.
56. WORK AS AN UNDERWATER WELDER.
57. BE A SHIPPING AND RECEIVING CLERK.
58. CLERK AT A HOTEL DESK.
59. WORK IN A LIBRARY.
60. DRIVE A BUS OR CAB.
61. FARM OR RAISE LIVESTOCK.
62. OPERATE OFFICE MACHINES.
63. INSTALL OR REPAIR TELEPHONES.
64. HELP BUILD HOUSES.
65. PREPARE MENUS FOR PATIENTS IN A HOSPITAL.
66. BE A FOREST RANGER.
67. ILLUSTRATE GREETING CARDS.
68. OPERATE AN X-RAY MACHINE.
69. WAIT TABLES OR BE A HOSTESS AT A RESORT.
70. DESIGN OR REPAIR JEWELRY.
71. WORK AS A COMMERCIAL OR SCUBA DIVER.
72. BE A SALESPERSON.
73. LAUNDER AND DRY CLEAN CLOTHES.
74. OPERATE A CITY SEWAGE PLANT.
75. WORK AS A TRUCK OR RAILROAD DISPATCHER.
76. ARRANGE FLOWERS FOR A FLORIST.
77. MAKE CHANGE AND COUNT MONEY IN A BANK.

78. OPERATE AN OFFSET PRESS.
79. INSTALL AND REPAIR PLUMBING FIXTURES.
80. BE A COUNTY OR HOME AGENT.
81. EXTERMINATE PESTS.
82. PLAY GUITAR PROFESSIONALLY.
83. ASSIST A DENTIST AND CLEAN TEETH.
84. SELL TICKETS AND GUIDE TOURS.
85. WORK AS A WELDER.
86. BE A SAILOR OR SEA CAPTAIN.
87. WORK IN AN AUTO PARTS STORE.
88. BECOME A COSMETOLOGIST.
89. WORK AS A FIREMAN.
90. BE AN AIRLINE STEWARD OR STEWARDESS.

STUDENT OCCUPATIONAL INTEREST SURVEY

DISCOVERIES:

THE STUDENT OCCUPATIONAL INTEREST SURVEY SHOWED YOU WHICH CAREER CLUSTERS ARE INTERESTING TO YOU. PUT AN X BY THREE OF THE CAREER SYMBOLS FOR WHICH YOU SHOWED THE GREATEST NUMBER OF Y's.

- ___ AN = AGRI-BUSINESS AND NATURAL RESOURCES
Ex: Farmer, Geologist, Veterinarian
- ___ BO = BUSINESS AND OFFICE
Ex: File Clerk, Accountant, Computer Operator
- ___ CM = COMMUNICATIONS AND MEDIA
Ex: Copyreader, Radio Announcer, Camera Operator
- ___ CS = CONSTRUCTION
Ex: Roofer, Bricklayer, Plumber
- ___ C\$ = CONSUMER AND HOMEMAKING
Ex: Nurse's Aide, Fashion Coordinator, Tailor
- ___ EV = ENVIRONMENTAL CONTROL
Ex: Forester Aide, Game Warden, Park Ranger
- ___ FH = FINE ARTS AND HUMANITIES
Ex: Singer, Artist, Newswriter
- ___ HE = HEALTH
Ex: Nurse, Insurance Clerk, Dental Assistant
- ___ HR = HOSPITALITY AND RECREATION
Ex: Chef, Library Assistant, Theater Manager
- ___ MF = MANUFACTURING
Ex: Tool & Die Maker, Cabinetmaker, Stock Clerk
- ___ MS = MARINE SCIENCE
Ex: Deep Sea Diver, Fisherman, Motorboat Mechanic
- ___ MD = MARKETING AND DISTRIBUTION
Ex: Buyer, Advertising Manager, Sales Person
- ___ PS = PERSONAL SERVICE
Ex: Chauffeur, Baby Sitter, Horse Trainer
- ___ PV = PUBLIC SERVICE
Ex: Teacher, Bank Teller, Mail Carrier
- ___ TR = TRANSPORTATION
Ex: Truck Driver, Baggage Handler, Service Station attendant

STUDENT OCCUPATIONAL INTEREST SURVEY

DIRECTIONS AND ANSWER SHEET

DIRECTIONS: Read each sentence on the Student Occupational Interest Survey. Circle your answer, Y of yes and N for no. Add the number of Y's circled in each row and put the number in the blank at the end of the row.

86-11
TV-93

1. Y N	16. Y N	31. Y N	46. Y N	61. Y N	76. Y N	AN _____
2. Y N	17. Y N	32. Y N	47. Y N	62. Y N	77. Y N	BO _____
3. Y N	18. Y N	33. Y N	48. Y N	63. Y N	78. Y N	CM _____
4. Y N	19. Y N	34. Y N	49. Y N	64. Y N	79. Y N	CS _____
5. Y N	20. Y N	35. Y N	50. Y N	65. Y N	80. Y N	C\$ _____
6. Y N	21. Y N	36. Y N	51. Y N	66. Y N	81. Y N	EV _____
7. Y N	22. Y N	37. Y N	52. Y N	67. Y N	82. Y N	FH _____
8. Y N	23. Y N	38. Y N	53. Y N	68. Y N	83. Y N	HE _____
9. Y N	24. Y N	39. Y N	54. Y N	69. Y N	84. Y N	HR _____
10. Y N	25. Y N	40. Y N	55. Y N	70. Y N	85. Y N	MF _____
11. Y N	26. Y N	41. Y N	56. Y N	71. Y N	86. Y N	MS _____
12. Y N	27. Y N	42. Y N	57. Y N	72. Y N	87. Y N	MD _____
13. Y N	28. Y N	43. Y N	58. Y N	73. Y N	88. Y N	PS _____
14. Y N	29. Y N	44. Y N	59. Y N	74. Y N	89. Y N	PV _____
15. Y N	30. Y N	45. Y N	60. Y N	75. Y N	90. Y N	TR _____

NAME: _____

GRADE: _____

STUDENT OCCUPATIONAL INTEREST SURVEY

DIRECTIONS AND ANSWER SHEET

DIRECTIONS: Read each sentence on the Student Occupational Interest Survey. Circle your answer, Y of yes and N for no. Add the number of Y's circled in each row and put the number in the blank at the end of the row.

1. Y N	16. Y N	31. Y N	46. Y N	61. Y N	76. Y N	AN _____
2. Y N	17. Y N	32. Y N	47. Y N	62. Y N	77. Y N	BO _____
3. Y N	18. Y N	33. Y N	48. Y N	63. Y N	78. Y N	CM _____
4. Y N	19. Y N	34. Y N	49. Y N	64. Y N	79. Y N	CS _____
5. Y N	20. Y N	35. Y N	50. Y N	65. Y N	80. Y N	C\$ _____
6. Y N	21. Y N	36. Y N	51. Y N	66. Y N	81. Y N	EV _____
7. Y N	22. Y N	37. Y N	52. Y N	67. Y N	82. Y N	FH _____
8. Y N	23. Y N	38. Y N	53. Y N	68. Y N	83. Y N	HE _____
9. Y N	24. Y N	39. Y N	54. Y N	69. Y N	84. Y N	HR _____
10. Y N	25. Y N	40. Y N	55. Y N	70. Y N	85. Y N	MF _____
11. Y N	26. Y N	41. Y N	56. Y N	71. Y N	86. Y N	MS _____
12. Y N	27. Y N	42. Y N	57. Y N	72. Y N	87. Y N	MD _____
13. Y N	28. Y N	43. Y N	58. Y N	73. Y N	88. Y N	PS _____
14. Y N	29. Y N	44. Y N	59. Y N	74. Y N	89. Y N	PV _____
15. Y N	30. Y N	45. Y N	60. Y N	75. Y N	90. Y N	TR _____

NAME: _____

GRADE: _____

NAME_____

C.I.T.E. LEARNING STYLES

SCORE SHEET

VISUAL LANGUAGE	AUDITORY NUMERICAL	SOCIAL GROUP
5_____	7_____	8_____
13_____	15_____	16_____
21_____	23_____	24_____
29_____	31_____	32_____
37_____	39_____	40_____
TOTAL ____X 2_____	TOTAL ____X 2_____	TOTAL ____X 2_____
VISUAL NUMERICAL	AUDITORY/VISUAL KINESTHETIC	EXPRESSIVENESS ORAL
9_____	1_____	6_____
17_____	18_____	14_____
25_____	26_____	22_____
33_____	34_____	30_____
41_____	42_____	38_____
TOTAL ____X 2_____	TOTAL ____X 2_____	TOTAL ____X 2_____
AUDITORY LANGUAGE	SOCIAL-INDIVIDUAL	EXPRESSIVENESS WRITTEN
3_____	4_____	2_____
11_____	12_____	10_____
19_____	20_____	27_____
36_____	28_____	35_____
44_____	45_____	43_____
TOTAL ____X ____	TOTAL ____X 2_____	TOTAL ____X 2_____

SCORE: 33-40= MAJOR LEARNING STYLE
20-32= MINOR LEARNING STYLE
8-20= NEGLIGIBLE LEARNING STYLE

WOMEN'S WORK

WHEN WE HEAR ABOUT WOMEN'S WORK, WHAT IMAGES
COME TO MIND?

ACCORDING TO ELIZABETH DOLE, FORMER SECRETARY OF
LABOR, THE NUMBER OF WOMEN WORKING OUTSIDE THE HOME HAS
INCREASED SIGNIFICANTLY OVER THE PAST TWENTY YEARS AND
IS EXPECTED TO INCREASE FURTHER.

HOWEVER, 80% OF WORKING WOMEN ARE IN TRADITIONALLY
"FEMALE" JOBS, MANY OF WHICH ARE LOW PAYING.

STUDIES HAVE SHOWN THAT GIRLS NEED INFORMATION EARLY
IN THEIR SCHOOL EXPERIENCE ABOUT CAREERS, AND ARE SEEKING
ROLE MODELS FOR THEMSELVES.

GIRLS HAVE MANY ROLE MODELS FOR THE TRADITIONAL
CAREERS OF TEACHING, NURSING, FOOD SERVICE, AND SUPER
MOM. BUT THEY MAY NOT HAVE AN OPPORTUNITY TO KNOW A WOMAN
WHO IS A VETERINARIAN, OR A PARTS PERSON FOR AN AUTOMOTIVE
SUPPLY HOUSE.

I HOPE YOU WILL FIND A WAY TO INCLUDE SOME OF THESE
WOMEN IN YOUR DISCUSSION OF CAREERS FOR WOMEN. THEY ARE
ALL BUSY PROFESSIONALS, BUT I THINK THEY WILL BE AVAILABLE
TO YOU OR YOUR STUDENTS TO ACT AS MENTORS, OR RESOURCE
PEOPLE.

IF I CAN BE OF ANY SERVICE TO YOU AT ANY TIME, BUT
ESPECIALLY TO TALK ABOUT WOMEN IN NON-TRADITIONAL CAREERS
PLEASE DO NOT HESITATE TO CALL. ANNE NUNNALLY, COUNSELOR,
CAMDEN CAREER CENTER, 327 STEWART STREET, CAMDEN, 836-9367

WOMEN'S WORK IN OUACHITA COUNTY

ARMY RECRUITER, SGT. D. S. BETHEA, ARMY RESERVES, 987

WASHINGTON STREET, 836-8222

AUTOMOTIVE PARTS PERSON, SHELIA DICKEY, GARY'S AUTO-

MOTIVE, 2297 ADAMS AVENUE 836-7323, 231-4133.

BANKING, MARTHA HANKINS, MANAGER & VICE-PRESIDENT,

FIRST FINANCIAL SAVINGS AND LOAN 836-7283

CHIROPRACTOR, DR. MILDRED HOLLEMAN, 1274 MAUL ROAD,

836-7929

CHEMICAL ENGINEER, KATHY HALLIGAN, INTERNATIONAL

PAPER COMPANY 231-6601

MINISTER, PAM ESTES, FIRST UNITED METHODIST, 121 HARRISON

STREET, 836-6871

PHARMACIST, MARIBETH WRIGHT, CHIEF PHARMACIST, OUACHITA

HOSPITAL, 638 CALIFORNIA AVE., 836-1000

LUCY CYPHERS, 942 LYONS LANE, CAMDEN, 836-4547

POLICE OFFICER, SHARON HAYNES, CAMDEN POLICE DEPT.,

1 POLICE DRIVE, 836-5755

REPORTER, NANCY PSISTER, 110 HARRISON "ARKANSAS GAZETTE"

836-7539

STATE REPRESENTATIVE, JUDY SMITH, FEDERAL BUILDING,

836-7111.

TRUCK DRIVER, MARYANN CRUMPLER, SALES MANAGER, C&B

TRUCKING INC., P.O. BOX 539, TAYLOR, AR 7L861

UPS DELIVERY PERSON, LESLIE PLEDGER, 836-6704 OR 836-6036

VETERINARIAN, DR. BETTY RIGBY, MAUL ROAD ANIMAL CLINIC,

1249 MAUL ROAD 836-4371

STUDENT'S NAME _____ SEX: (M)___ (F)___ GRADE _____

SCHOOL _____

VOCATIONAL CLASS IS _____

Section I: Basis for Identification

Student may have difficulty succeeding in this class because of a problem in:

- (check one or more
and describe)
- A. communication skills _____
- B. computational skills _____
- C. attitudinal skills _____
- D. other (specify) _____

Section II: Recommended services to ensure success in vocational education

The following are recommended to assist this student in succeeding in vocational education including special:

- (check one or more)
- A. instructional supplies _____
- B. equipment _____
- C. guidance services _____
- D. modified instructional services _____
- E. other (specify) _____

SIGNATURE OF PERSON COMPLETING ABOVE SECTIONS: _____

Date _____

Section III: Evaluation (TO BE COMPLETED AT END OF SEMESTER OR YEAR)

My evaluation of the progress of the above student, based upon the special services provided, is as follows:

INSTRUCTIONAL IMPROVEMENT RATING CHART (circle one)

LITTLE IMPROVEMENT					EXCELLENT IMPROVEMENT				
1	2	3	4	5	6	7	8	9	10

SIGNATURE OF PERSON COMPLETING EVALUATION: _____

(Date) _____

SUPPORT SERVICES

The circled specified support services provided to the student to ensure vocational success are:

Classroom Management

1. Seating. Provide seating near the teacher, board, demonstration area.
2. Face student. Face student when talking.
3. Modify assignments. Modify length of assignments and explain frequently to student what is expected and/or allow extra time to complete the work.
4. Modify grading. Modify grading of assignments to reflect ability of student.
5. Spelling & grammar. Grade on content rather than spelling and grammar.
6. Progress reports. Provide regular progress reports to: _____

Instructional Program

7. Non-reader. Assign tasks that do not require reading and/or make provisions to have material taped/read aloud to student. Allow student to dictate answers via tape/peer/staff.
8. Demonstration. Demonstrate task to be done.
9. Oral instructions. Give oral instructions along with the written.
10. Repetition. Use repetition to reinforce new learning.
11. Questioning. Use selective questioning.
12. Small sequential tasks. Break down assignments into small sequential tasks so that student progress can be monitored and supervised.
13. Performance tests. Use performance tests to evaluate student instead of written tests.

Social/Personal Adjustment

14. Praise. Praise student effort--look for things done right.
15. Monitor. Monitor student frequently to keep on task.
16. Leadership. Structure opportunities for leadership through vocational club activities.
17. Partner/buddy. Assign a partner/buddy to student for peer tutoring/modeling. Provide for a buddy notetaking system.
18. Conference. Schedule periodic conferences with student to discuss progress--at least twice per nine weeks.

Student Services

19. Referrals. Allow time for referral to: _____
20. Equipment. Provide special equipment/media: _____
21. Testing conditions. Written tests to be administered by VSN staff/support staff or read aloud and recorded by teacher.
22. Safety. Check out student on equipment/tools and monitor safety practices.
23. Other. _____

VOCATIONAL OBJECTIVES

Student _____ Subject _____ Teacher _____

Description of present level of functioning:

Long-range Objective _____

Date Initiated _____ Date Completed _____

Short-range Objectives:

<u>Date Initiated</u>	<u>Date Completed</u>	
_____	_____	(1) _____ _____ _____
_____	_____	(2) _____ _____ _____
_____	_____	(3) _____ _____ _____
_____	_____	(4) _____ _____ _____
_____	_____	(5) _____ _____ _____
_____	_____	(6) _____ _____ _____
_____	_____	(7) _____ _____ _____
_____	_____	(8) _____ _____ _____

Materials (optional) _____

(FORM PVSN 10)

INDIVIDUALIZED WRITTEN VOCATIONAL PLAN (IWVP)
FOR A
DISADVANTAGED STUDENT IN VOCATIONAL EDUCATION

19__ - __

STUDENT'S NAME _____ SEX: (M) ___ (F) ___ GRADE _____
SCHOOL _____
VOCATIONAL CLASS IS _____

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C. guidance services _____
D. modified instructional services _____
E. other (specify) _____

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Date _____

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